

An Analysis of Leisure Attitudes of the Individuals Participating in Dance Activities and the Relationship between Leisure Attitude and Life Satisfaction

Belgin Gökyürek^a^aGazi University, Ankara, TURKEY

ABSTRACT

This study sought to explore the leisure attitudes of the individuals participating in the dance activities, to compare them on the basis of various variables and to contribute to the understanding of the relationship between these attitudes and the life satisfaction of the individual. The research sample includes 302 individuals participating in the activities of the dance halls and dance courses in Ankara and their mean age is 24.55 ± 6.09 . "Leisure Attitude Scale" (LAS) which was developed by Ragheb and Beard in 1982 and adapted into Turkish by Akgül and Gürbüz (2010) was utilized in order to determine the leisure attitudes of the participants. "Satisfaction With Life Scale" (SWLS) which was developed by Diener et al. (1985) and adapted into Turkish by Durak, Durak et al. (2010) was employed to find out the life satisfaction levels of the participants. Descriptive statistics of the leisure attitudes and life satisfaction levels of the individuals were produced. In addition, independent one sample t-test (t-test) and one way analysis of variance (OneWay ANOVA) were performed to explore whether leisure attitudes of the individuals vary according to the variables. With a view to bring to light the relationship between leisure attitude and life satisfaction, Pearson Correlation analysis was performed. The t-test and ANOVA, which conducted on the basis of the findings of the abovementioned analysis to compare the leisure attitude scores and its subscales, revealed that the scores of leisure attitudes of the individuals participating to the dance activity and their cognitive and behavioural subscales do not vary according to their gender, age groups and educational level. However, the findings also shed light on that the participants whose perceived income level is low outscored the ones whose perceived income level is medium or high, only at the behavioural subscale in the comparison through the variable of perceived income level. Furthermore, the findings suggest that the leisure attitudes of the participants were positive and their life satisfaction levels were medium. An insignificant positive correlation was found between the participants' leisure attitudes and the life satisfaction levels. Consequently, the leisure attitudes of the individuals participating in the dance activities were positive; their life satisfaction levels were medium in this study and it can be said that the more their life satisfaction level increases, the more positive their leisure attitudes will become.

KEYWORDS

Leisure attitude, life satisfaction, dance activities

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CORRESPONDENCE Belgin Gökyürek  inanb@gazi.edu.tr

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Introduction

There are various definitions of time, which is one of the most abstract concepts. In a broad sense, it can be defined as a fundamental element, which constitutes the human life, is abstract and impalpable and lacks a starting or ending point (Ayyıldız, 2015). The Turkish term “boş zaman” corresponds to the term leisure in English literature. It was derived from the Latin word “licere” which denotes being permitted or free. As for the French word “loisir”, it means free time (Torkildsen, 2005:46).

According to Karaküçük and Gürbüz (2007), leisure, in the simplest term, is the period of time. Leisure is defined as relief from obstacles/obligations and having the right to choose, or time left over from work or the time left over from the obligatory social behaviors. In literature, the concept of leisure is used in various studies in the same meaning (Kaya, 2011; Arslan, 1996; Shinn, 2004).

Leisure activities are the set of activities that allow individuals to escape from the daily problems in their social lives and tiresome working life. The individuals achieve various rewards and satisfaction in line with their individual perceptions, by performing these activities. Some individuals engage in recreation concept by participating sports activities, while others find themselves in branches of arts through active participation and enjoy their leisure freely in line with their expectations. Dance is among these activities and a unique collection of activities which carry the socialization and entertainment features of recreation, in terms of the rewards the individuals obtain in the recreation activities (Ayyıldız, 2015).

Dance is defined as “the expression by the individual of his/her moods with various bodily motions” (Emiroğlu, Aydin, 2003). Dance is a bodily expression which denotes a different meaning in each culture and tends to be subject to a semantic shift or semantic change in its symbolic meanings it has carried or attributed to it due the variety of its meanings. It may be comprehended differently in each culture. Determination of the impact of dance activity or the concept of dance on the lives of individuals have changed the perspectives of the studies carried out, while it led to differentiation in the associated concepts.

Individuals seek to fulfil their need for enjoyment in the activities or dance activities to which they participate. Individuals feel enjoyment at the point they are satisfied and they seek it through their life span. The concept of enjoyment brings the concept of satisfaction to the forefront (Ayyıldız, 2015). The cognitive, affective and behavioural components of enjoyment are the concepts constituting the attitude of the individual. In this sense, it is important to shed light to the concepts of satisfaction and attitude.

As for the definition of the concept of attitude, it denotes “the path pursued, the behaviour adopted” (Dictionary of Turkish Language Society, 2005). It is considered as the positive or negative response of an individual towards a certain object, a situation or event (KarakAŞ Türker, Turanlı, 2008). Attitude is the positive or negative responses or tendencies towards a certain event, concrete or abstract phenomena, people or group of people and it is developed out of the experiences, emotions, memories and information concerning them (Akgül, 2011). Attitudes are changeable and transformable. Accordingly, a negative attitude may transform into a positive one, while a positive one may transform into a negative one. Given that attitudes constitute the foundation of thoughts and behaviors and

guide them, it is clear that development of positive attitudes is necessary for the individual to get motivated for achievement. According to the definitions of attitude, feelings and thoughts of the individuals affect their behaviors, which mean that behaviors can be changed if these feelings and thoughts change. Definitions of attitude reveal three components encompassed by attitude:

- Cognitive component
- Affective component
- Psychomotor component

“Cognitive” component refers to the beliefs, knowledge and thoughts about an attitude object. The knowledge acquired in respect to an attitude object shapes the feelings and then behaviors. Thus it is the first stage in the formation of an attitude. “Affective” component denotes the emotional reactions, such as liking or loving. It is more difficult to change an attitude in which affective component is stronger. “Psychomotor” component is the behavioural tendency of an individual towards an attitude object, in line with one’s thoughts and emotions. Although one does not behave in line with one’s feelings and thoughts in some cases, every individual has the tendency of acting in line with these thoughts and feelings.

An internal consistency is assumed to exist among the cognitive, affective and psychomotor components of attitude. These three components of attitude are in interaction with each other. A change in any of them is followed by a change in the other one. For example, a child who had developed positive attitude towards his uncle (cognitive component) would not love him in the way he loved in the past (affective component) and would not want to go to park with him (psychomotor component), when he learns that he was involved in a robbery. (Uçal Canakay, 2006).

According to Budak, the concept of satisfaction, in other words, fulfilment, is defined as “reinstatement of the balances in an organism following the fulfilment of basic biological needs, such as hunger, thirst, sexual desire, etc. and the psychological needs such as curiosity, love, intimacy, success, etc. (Budak, 2000). Satisfaction is the state in which expectations, needs, desires and wishes are fulfilled. Life satisfaction is the state or the outcome obtained through the comparison between one’s expectations (desires) and what one has in hand (what one possesses). (Şahin, 2008). Life satisfaction indicates the outcome of the comparison between one’s expectations and life facts. Life satisfaction encompasses the entire life of an individual, and numerous dimensions of this life. When the term life satisfaction is mentioned, what comes to one’s mind is not only satisfaction concerning a specific condition, but the satisfaction achieved in all dimensions of life in general (Karabulut ve Özer, 2003). In order to better comprehend life satisfaction, it is necessary to have an understanding of the concept of satisfaction. Satisfaction is the fulfilment of expectations, desires and wishes

Life satisfaction is influenced by various factors. These are age, gender, education level, income level, state of employment and working life and social factors (Polat, 2014). One of the most important ones is the attitudes of individuals towards the events and experiences in their daily lives. Thus the enjoyment of their leisure time freely by individuals in the course of their daily lives and their leisure attitudes shape their life satisfaction; and their life satisfaction transitively shapes their leisure attitudes.



It is apparently necessary to consider the feelings, thoughts and behaviors of individuals in order to learn about their attitudes. It is possible to observe the behaviors of individuals. However observation of their behaviors may not always offer a full explanation of their attitudes. In addition, it is possible that an existing attitude has remained at the thought level and has not transformed into behaviour yet. This is why different attitude scales have been developed for the purpose of measuring attitudes of the individuals (Koçakoğlu, Türkmen, 2010). Leisure attitude scale is one of them. An analysis of subscales of this scale developed to determine the leisure attitude level reveals that the phrase "Leisure activities make one happy" constitutes the cognitive component of the leisure attitude, the phrase "I enjoy leisure activities" is the affective component, and the phrase "I participate in leisure activities frequently" is the behavioural component (Akgül, 2011). This is a case similar to life satisfaction. It should be noted that it is important to determine the states of psychological, physiological and social wellbeing of individuals in order to find out their life satisfaction level, and to perform activities to increase their life quality for the good of the society.

Doubtlessly, the attitudes developed by individuals towards leisure or leisure activities are influenced by various personal and environmental factors. Determination of the extent to which age, gender, income level and various personal factors affect leisure attitudes of individuals is of quite importance for individuals to have an active and effective recreational life. This is how a healthy society made up from healthy individuals can be created (Akgül, 2011). Setting out from this point of view, this study sought to determine the leisure attitude levels of the individuals participating to the dance activities, to compare them on the basis of various variables and to contribute to the understanding of the relationship between the leisure attitude of individuals and their life satisfaction levels.

Methodology, Objectives and Research Design

Research Group

The research sample includes 302 participants' engaged in the dance activities offered by Latino Dance Course, Trio Dance Course, Sanat Academy, Dance Sports Club of Middle East Technical University and Dance Sports Club of Hacettepe University, which were selected among the dance saloons and dance courses operating in Ankara province, by the accessible sample method. The mean age of the research sample is 24.55 ± 6.09 .

Data Collection Tool

Under the scope of the study, the questions developed by the researcher were used in order to withdraw the demographic information of the participants. "Leisure Attitude Scale" (LAS) which was developed by Ragheb and Beard in 1982 and adapted into Turkish by Akgül and Gürbüz (2010) was utilized in order to determine the leisure attitudes of the participants. Leisure Attitude Scale comprises 36 items in total. The item were divided into 3 subscales, including (1) cognitive subscale (for example: leisure time activities are important for individuals and societies), (2) affective subscale (for example: I enjoy performing leisure activities) and (3) behavioural subscale (for example: I participate in leisure activities frequently) and each subscale includes 12 items.

5-point Likert-Type Scale was utilized and the Cronbach's alfa coefficient is 97. The lowest score that can be taken from the scale was 36, while the highest one is 180 (Akgül and Gürbüz, 2010). "Satisfaction With Life Scale" (SWLS) which was developed by Diener, Emmons, Larsen and Griffin (1985) and adapted into Turkish by Durak, Durak et al. (2010) was employed to find out the life satisfaction levels of the participants. The Cronbach's Alfa coefficient of the scale is .81. The scale comprises 5 items, which are "In most ways, my life is close to my ideal", "The conditions of my life are excellent", "I am satisfied with my life", "So far I have gotten the important things I want in my life, "If I could live my life over, I would change almost nothing" (Durak et al.). In this study, Cronbach's Alfa coefficient of Satisfaction with Life Scale is 85 and the Leisure Attitude Scale is .95. As for the subscales of the latter, it is .94 for the cognitive subscale, .91 for the affective subscale and .89 for the behavioural subscale.

During the data collection process, 4 dance courses which accommodate the research group were visited. Information was provided on the study and consent was obtained for data collection. The participants of the dance activities were informed on the objective of the scale and the scale was implemented on the basis of the principles of volunteer participation and confidentiality.

Analysis of Data

Frequency and percentage calculations were made for demographic features of the research group. Distribution of variables over the groups, normality of the distributions and homogeneity of the variances were analyzed. This analysis revealed that the distributions had parametric nature. For this reason, descriptive statistics of the leisure attitude and life satisfaction level of the participants were generated. In addition, independent one sample t-test (t-test) and one-way analysis of variance (OneWay ANOVA) were performed to explore whether leisure attitudes of the individuals display differences on the basis of the variables.

Results

In this section, the data obtained from the research group was grouped and displayed on the following Tables. Table 1 presents the demographical data of the participants.

Table 1. Demographical Information of the Participants

		(N=302)	N	%
Gender	Male	174	57.6	
	Female	128	42.4	
Age Group	Adolescent	67	22.2	
	Young Adult	215	71.2	
Education Level	Adult	20	6.6	
	High School	76	25.2	
	University	192	63.6	
Perceived Income Level	Post-graduate	34	11.3	
	Low	192	63.6	
	Medium	67	22.2	
	High	43	14.2	

As depicted in Table 1, majority of the participants in the research group are young adults (71.2%); most of them are graduates of university (63.6%) and more

than half of them perceive their income level to be low (63.6%) (Table 1). According to the t-test and ANOVA conducted to compare leisure attitude scores and the subscale scores on the basis of the demographical variables under the scope of the objectives of the study, leisure attitude scores of the participants at the cognitive, affective and behavioural subscales were [$t=1.13$; $t=1.69$; $t=0.95$; $t=0.27$, $p>0.05$] according to gender, [$F=1.10$; $F=2.08$; $F=0.20$; $F=0.66$, $p>0.05$] according to age group, [$F=0.10$; $F=0.84$; $F=0.21$; $F=0.32$, $p>0.05$] according to the education level variable. As can be seen, there is no difference in the data for the first three subscales. However, there is difference between the scores only at the behavioural subscale, according to the perceived income level, as the ones with low perceived income got higher scores from the ones with middle or high perceived income [$F=9.28$, $p<0.05$].

Table 2. Leisure Attitude of Participants and Mean Scores on Satisfaction with Life Scale

N=(302)	\bar{x}	ss	Min	Max.
Cognitive	4.05	0.65	1.0	5.0
Affective	4.01	0.60	1.0	5.0
Behavioural	3.88	0.63	1.92	5.0
Leisure Attitude	3.98	0.55	1.72	5.0
Life Satisfaction	2.47	0.72	1.0	5.0

An overview of the mean scores on the Leisure Attitude Scale indicates that the participants got the highest mean scores at the cognitive subscale (4.05 ± 0.65). In addition, it was seen that the leisure attitudes of the participants of the dance activities were positive (3.98 ± 0.55). As for the overview of the mean scores of the participants on the Satisfaction with Life Scale, it shows that life satisfaction level of the individuals participating to the dance activities is moderate (2.47 ± 0.72).

Table 3. Correlation Analysis of Participants' Leisure Attitude Scores, Its Subscales and Their Life Satisfaction Levels

		Life Satisfaction	Cognitive	Affective	Behavioural	Leisure Attitude
Life Satisfaction	Pearson Correlation Sig. (2-tailed)		1			
	N	302				
Cognitive	Pearson Correlation Sig. (2-tailed)	.158**	1			
	N	302				
Affective	Pearson Correlation Sig. (2-tailed)	.006	.142*	1		
	N	302	302			
Behavioural	Pearson Correlation Sig. (2-tailed)	.014	.000	.589**	1	
	N	302	302	302		
Leisure Attitude	Pearson Correlation Sig. (2-tailed)	.051	.455**	.937**	.783**	1
	N	302	302	302	302	302

* $p<0.05$, ** $p<0.01$

Discussion

This study seeks to determine the leisure attitudes of the individuals participating in the dance activities, to compare them on the basis of various variables and to reveal the relationship between their leisure attitude and life satisfaction. To this end, an answer was provided to the question as to whether the overall leisure attitudes of the participants vary according to the life satisfaction levels, gender, age group, education level and perceived income level. Finally, the relationship between the leisure attitudes and life satisfaction levels of the participants was examined.

While there are some studies conducted on different groups to analyze the leisure attitude and life satisfaction in the literature, the review revealed no study analyzing the same on the individuals participating in dance activities. The findings of the present study showed that the variables of gender, age and education level did not influence the leisure attitudes of the individuals participating in the dance activities, and that the participants with low income level are more positive than the ones with medium and high income level, only at the behavioural subscale. When similar studies conducted on the same subject were analyzed, it was seen that a study, analyzing the leisure attitudes of university students, reported presence of significant difference between male students and female students at affective subscale, cognitive subscale and at the whole scale. No difference was found at behavioural subscale (Akyüz, 2015). The significant difference at the cognitive subscale, affective subscale and at the whole scale seems to be in the favor of the female students (Akyüz, 2015). Another study supporting these findings is the one performed by Kaya and Gündüz in 2015. The researchers reported that leisure attitude scores of female students were significantly different than those of the male students (Kaya, Gürbüz, 2015). Another similar finding is that gender difference plays a role in the selection of the leisure activity and thus the leisure attitude (Karunaanithy and Karunaanithy, 2014).

However, the literature review also showed that there are similar studies which were conducted on different study groups and reported that gender does not lead to a difference in the leisure attitude and its subscales (Akgül, 2011; Deng et al, 2005; Kaya et al., 2015; Pala and et al., 2015). According to the findings of the Akgül's study (2011), while gender of the individual, male or female, does not influence their leisure attitude in London, it works the other way around for the individuals in Ankara. Moreover, the findings suggested that the leisure attitudes of the male individuals in Ankara are more positive than those of the female individuals. On the other hand, an analysis on the subscales of the Leisure Attitude Scale on the basis of gender shows the presence of difference at the cognitive subscale, but not at the affective and behavioural subscale for individuals in Ankara. As for the individuals in London, analysis of the subscales of the leisure attitude scale on the basis of gender revealed no difference at any of the subscales.

In the present study, it was reported that age groups do not lead to any difference in leisure attitudes. This finding supports other studies which was conducted on students of various age groups on the basis of the age factor and reported that leisure attitude and its cognitive subscale, affective subscale; behavioural subscale and leisure attitude scale do not vary according to the age factor (Akyüz, 2015; Çelik, 2014; Pala et al, 2015). On the contrary, in the study



conducted by Kaya and Gürbüz (2015) to examine the leisure attitudes of the students, it was reported that leisure attitude varies according to age group, and that the leisure attitude of the students of the age group 18-22 is more positive than those of the students aged 23 or over. In a study which seeks to explore the difference between the leisure attitudes of the students living in Ankara and those of the ones living in London, it was found that leisure attitudes of the students do not vary according to the age factor for the students in Ankara, while it varies according to age factor in the students living in London. It was also found that the leisure attitudes become more positive with aging of the students (Akgül, 2011). In the literature, there are studies which found that leisure attitude does not vary according to income level, which is another factor whose impact on the leisure attitude was studied (Akgül, 2011; Akyüz, 2015).

The mean scores of the Leisure Attitude Scale in the present study indicate that the participants have the highest mean score at the cognitive subscale. Furthermore, the leisure attitude of the individuals participating in the dance activity is positive. As for the mean scores of the participants on the Satisfaction with Life Scale, the satisfaction level of the individuals participating in the dance activities is moderate. This finding is supported by the previous studies conducted to explore the leisure attitudes of different study groups: the study on individuals from different cultures (Akgül, 2011), the study on football tennis sportsmen (Pala et al., 2015), the study on university students (Akyüz, 2015; Kaya and Gürbüz, 2015), the study on adolescents (Kaya et al., 2015) and on students of Ankara Police College (Çelik, 2014). Furthermore, the findings of the present study are also in harmony with those of the studies conducted by Akgül (2011), Çelik (2014), Kaya and Gürbüz (2015) who reported that their participants obtained the highest scores from the cognitive subscale on the Leisure Attitude Scale. In the studies exploring the life satisfaction, the findings which support the findings of the present study suggest that the life satisfaction level of their participants are high and moderate (Çelik and Tümkaya, 2012; E. Şimşek, 2011; Öner, 2014; Özgen, 2012;). In addition, in their study, Pauperio et al. (2012) revealed that engagement in sports increases life satisfaction level and that the individuals performing sports regularly have high life satisfaction level. One more time, we see that engagement in activities including exercise, such as sports, physical activities and dance as a leisure activity has physical, social and psychological importance (Karaman 2015). According to the results of the analysis made to find out the relationship among leisure attitudes scores and subscales' scores of the participants and their life satisfaction scores, there is insignificant positive correlation between their life satisfaction and cognitive subscale and affective subscale. Furthermore, similarly, there is insignificant positive correlation among leisure attitudes and life satisfaction levels of the participants. These results indicate that the more the life satisfaction level of the individuals participating in dance activities increases, the more positive their leisure attitudes become. While the number of studies exploring the leisure attitude is limited, there are many factors which predict leisure attitude, or in other words, which influence leisure attitude by being in a relation with it. There are numerous useful theories shedding light on the development and change patterns of the attitudes, and the patterns to be pursued to change them. The learning approach views attitudes as habits, just like any other thing learned. The principles prevailing over other types of learning can be applied on attitude learning as well. According to the motivation theories based on cognitive consistency, we want to be consistent

between our attitudes and behaviors. We tend to adopt attitudes which are consistent with our general cognitive constructs. Expectancy-value approaches argue that we tend to adopt the attitudes which maximize our gains. According to these approaches, both sides of a problem have rewards and costs, and the individual adopts the side which increases his/her reward. Cognitive response theory focuses on the conditions that make us object or accept a response designed to change our attitudes. These approaches do not need to be inconsistent or conflictive with each other (Taylor et al., 2007).

Attitudes develop within in a psychological and ideational formation, under the influence of social values, norms and relationships. This formation pattern of the attitudes in this manner causes some behaviourist approach this concept differently. To some behaviourists, attitude is a mental element, a preliminary sensory thought guiding the behaviour; to other behaviourists, it is an entirety of values influencing ideology and opinion, and it is taking stance against something. Overall, attitude is the response tendency displayed by the individuals against any object in their surrounding (Güney, 2014). It is not possible to measure attitudes directly. However, it is possible to measure them indirectly. In this context, the behaviour is a verbal behaviour occurring in the form of reaction or expression of opinion, and various researches were conducted to examine the attitudes through various measurement tools (Güney, 2014).

There are numerous researches conducted to reveal these relationships. In his study on students, Khong Chiu (2009) noted that there is positive correlation among leisure attitude, physical activity, motivation and self-sufficiency. The literature also encompasses some researches on the life satisfaction level and leisure satisfaction. In these different researches conducted by various researchers, such as Yerlisu Lapa (2013), Kovacs (2007), Brown and Frankel (1993), positive correlation was found between life satisfaction and leisure satisfaction. Akgül et al. (2015) analyzed life satisfaction of the individuals participating in the recreative activities in the sports centre and reported insignificant positive correlation between life satisfaction and the perceived leisure freedom.

In the examination of the life satisfaction and desperation levels of the individuals exercising recreational sports on the basis of the independent variables, Karaman (2015) determined that there is insignificant negative correlation among life satisfaction and desperation scale, future expectations and feelings subscale, demotivation subscale and hope subscale and desperation scores; and the author also noted that the desperation levels, which are graded as quite mild, mild, moderate and severe, do not influence life satisfaction. Consequently, when the reflection of the insignificant negative correlation between life satisfaction and desperation to the desperation levels was analyzed, it was seen that the life satisfaction scores of the participants with high desperation level is lower than those of the participants with quite mild, mild and moderate desperation levels; and that the life satisfaction scores of the participants with quite mild desperation level are higher than those of the participants with mild and moderate desperation levels. In this context, it was reported that life satisfaction level rises, with the decrease in desperation level. Some other studies posited that the life satisfaction level decreases, with the increase in the feeling of loneliness (Tuzgöl, 2007), anxiety (Gündoğar et al., 2007) and life quality (Özgür et al., 2010).

Conclusion

Given all findings of the present study, it was found that the leisure attitudes of the individuals participating to the dance activities are positive and their life satisfaction level is moderate. Another finding of the study is that leisure attitude of the individuals participating to the dance activities do not vary according to the factors of gender, age and education level; but it varies according to income level only at the behavioural subscale as the leisure attitude of the participants with low income level is more positive than those of the participants with medium and high income levels. From a general point of view, leisure attitude and life satisfaction vary in positive correlation to each other. In other words, the more the life satisfaction level of the individuals increases, the more positive their leisure attitude will become or the individuals with positive leisure attitude will have higher level of life satisfaction.

Disclosure statement

No potential conflict of interest was reported by the authors.

Notes on contributors

Belgin Gökyürek holds a PhD in science education and now is an associate professor at Gazi University, Faculty of Sport Science, Ankara, Turkey.

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